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ABSTRACT

Noting that little systematic attention has been devoted to research on the development, administration, and effects of a student internship program in speech communication, this practical guide to internships describes how to develop and administer such a program. The first part of the guide deals with preliminary considerations, including definition of terms, internship coordinators, faculty and agency supervisors, and program objectives and internship models. The second section of the guide discusses procedures and issues, including the application and recommendation process, the syllabus, and supervision and evaluation. Appendixes contain application and evaluation forms. (RTH)

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PRACTICAL GUIDE TO DEVELOPMENT AND ADMINISTRATION OF
AN INTERNSHIP PROGRAM: ISSUES, PROCEDURES, FORMS

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PRACTICAL GUIDE TO DEVELOPMENT AND ADMINISTRATION OF
AN INTERNSHIP PROGRAM: ISSUES, PROCEDURES, FORMS

Because educators recognize the importance of practical experience, the concept of student internships has become increasingly important in the speech communication curriculum. This emphasis on practical experience through internships and the broader concerns of career education are the result of a complex interaction of elements which have been articulated and elaborated from a variety of perspectives.¹ First, speech communication educators have recognized a change in their curricula from an exclusive emphasis on rhetoric and public speaking to a melding of rhetorical theory and communication theory, with resulting attention to relatively new areas of study such as interpersonal communication, small group communication, and organizational communication, to name a few. Second, educators are painfully aware that the tightening job market and economic prospects for college graduates demand the development of a curriculum that not only translates theory and research into practice, but that also increases the visibility of graduates, whether their career goals are in industry, government, or private sector employment. Third, because speech communication faculty find more and more non-teaching majors in their classes, they have felt the need for a curriculum designed to service these students in ways analogous to but not duplicative of the student teaching model. Fourth, there is a general emphasis in education in the seventies on pragmatics, that is, on practical application of the theory and research principles covered in the classroom.²

However, despite these demands to modify the curriculum and compelling directives by McBath and Burhans based on their investigation of Career Education, little systematic attention has been devoted in speech communication to research on the development, administration, and effects of a student internship program in Speech Communication.³ Arnold reports that 74% of respondents to an ACA career placement survey do not develop externships for undergraduates and 46% do not do so for graduate students.⁴ In his survey of the Central States region, Gartrell found that only 36.9% of respondents have internship programs.⁵

An appreciation of the role of practical experience in the speech communication curriculum warrants serious consideration of the implementation of a student intern program in every department. Research indicates that the results of student intern programs are positive.⁶ However, we would do well to remember Gallagher's emphasis on the potential of experience, that is, what it can be, and not what it automatically becomes when we place a student in a work environment.⁷

The following is a description of how to develop and administer such a program. This practical guide to internships is divided into three main parts: (1) preliminary considerations, (2) procedures and issues, and (3) application and evaluation forms. The fundamental assumption underlying this research is: generating credit hours by placing student interns in agencies does not of itself constitute an internship program. Rather, a clear statement of goals; well articulated standard procedures for placement, supervision, and evaluation; careful attention to the delicate balance between student, agency, and faculty--these are the requirements of a fully functioning internship program.⁸

PRELIMINARY CONSIDERATIONS

Definition of Terms

Because internship terminology is highly variable, the following operational definitions are a necessary framework for the discussion of administrative issues.

Internships: The term internship applies to any structured practical professional experience under the supervision of qualified academic and agency personnel for academic credit.⁹ Different universities and even different departments within the same university may use a variety of terms to describe structured student experiences outside the classroom. Some of the terms commonly used include: Internship, externship, work experience, field work, practicum, directed projects, and cooperative education. Lupton argues cogently for some consistency in terminology: "...the strength of the entire movement of off-campus, experiential education will benefit from a common cadre of people who see themselves as a part of a larger force in higher education regardless of the specialty of their own

Intern Coordinator: The responsibilities of the departmental Intern coordinator or director include: (1) development of application and evaluation procedures, (2) screening of students interested in participation in the Internship program, (3) contacting agencies regarding placement of interns, (4) disseminating information to students regarding Internships, (5) clarifying role of student, agency, and faculty supervisor throughout the Internship, and (6) nurturing existing placements while attempting to develop new kinds of opportunities.

Some departments, particularly those that anticipate placement of a small number of interns each semester may decide not to centralize the Internship program in their department. In this event, the duties of the Intern coordinator may be assumed by each faculty member who supervises an intern. However, it is the strong belief of this author that regardless of the size of an intern program, a central administrative unit yields several advantages that a decentralized program does not. The centralized program: eliminates duplication of effort by faculty members, identifies a central source for information processing, provides a starting point for problem solving, identifies for the cooperating agency one individual who is responsible for administrative details, and assures a standardized procedure for students to follow to insure that all students will have the same basic requirements for the Internship course, credit hour/experience ratio, and evaluation process.

Agency: Agency is the generic term used to refer to any business, government, social service facility, office, educational institution, or other unit which accepts student interns.

Agency Supervisor: The agency supervisor is the person directly in charge of supervising the students during the Internship at the agency. This person evaluates the student's performance in the Internship and suggests a grade at the end of the Internship period. Feedback from this agency supervisor should improve the department's understanding of the agency perspective and provide suggestions for future modification of the Internship program.

Faculty Supervisor: A faculty supervisor is any faculty member in the department who agrees to work very closely with the student during his or her Internship.

The faculty supervisor has two main duties: working with the student to develop a clear statement of the professional practice experience to be gained and general supervision duties. Only in very small intern programs can the department intern coordinator assume total responsibility of all supervision in addition to the administration of the program. However, the intern coordinator should choose to supervise a limited number of interns each semester as a means of observing from a participant's perspective the needs and concerns of the other faculty supervisors in the department.

Program Objectives

Before discussing the specific procedures for developing an Internship program in speech communication and key issues in its administration, it is important to articulate the major objectives of an Internship program within the context of a given department. Each student Internship program will differ from other programs as a result of the interaction of several key factors: student needs, student interest, location of the university, faculty support, department support, and size of department, to name a few. However, all Internship programs will share certain features: (1) to integrate theory and research with practice; (2) to give students practical experience before graduation--helping the student to explore the area of work, to determine his or her suitability to the type of work the Internship covers, and to make valuable contacts in terms of future job placement or letters of recommendation; (3) to expand and update the curriculum in terms of course offerings and alternative modes of instruction available; and (4) to give faculty new opportunities for university-community relations because greater understanding and commitment are natural products of a strong Internship program that places the university and the community together in a spirit of mutual cooperation and concern. It is important to note that while much of the following discussion of necessity takes a linear approach, the development of an Internship program demands working on many aspects of the program simultaneously.

Program Model

The first step in developing an internship program is to determine the climate or the attitude toward such a program within the department and the university. In many instances this stage has already been reached by departments where administrators are supportive of the internship concept or are actively encouraging faculty members to develop internship programs as well as other new curricular approaches. However, the importance of this first step cannot be overemphasized, because while it is possible for one person to develop the formal procedures for a department's internship program, one person cannot effectively administer and develop the program without consistent support, assistance, and cooperation from administrators, faculty, and the university community.

Second, it is important to determine how the proposed program will fit into any existing programs of professional practice within the college or the university. For example, one university has a special internship type experience available to students university wide.¹¹ It is important for the communication administrator to be aware of the details of such programs and to determine how the speech communication internship will complement, supplement, or replace existing opportunities.

Existing models of internship programs should be consulted to stimulate thinking about the development of programs specifically tailored to an individual department's needs. Certainly the internship program of a large urban university will be considerably different from that of small private college in a rural setting. Similarly, the internship program of a department with a large number of students interested in mass media will be different from the internship program where the emphases are public speaking and rhetoric. Besides models available from other speech communication departments and academic departments, long standing internship models in medicine, law, and public administration are good starting points for initial research on internships.¹²

Possibilities for placements are numerous.¹³ However, in making initial contact with an agency, it is crucial that the intern coordinator be able to explain to the agency representative all of the formal procedures that the student, agency, and faculty are involved in during the internship. Agency representatives respond favorably and are, in fact, highly complimentary when the intern coordinator's responses evidence careful attention to the key issues involved in the administration of an intern program: screening of potential interns, interview provisions, type and degree of agency commitment expected, supervision schedule, evaluation process, legal issues (e.g., liability), and escape clauses for termination, to name a few. The discussion of these issues in the following section provides the machinery of an internship program in speech communication.

PROCEDURES AND ISSUES

With sufficient background information and preparation, the intern coordinator can concentrate on developing formal procedures for the departmental program. The following section of this paper outlines two sets of standard procedures for administration of an internship program: Application--the procedures that the student follows before becoming an intern; and Process--the procedures the student follows during the actual internship. While the establishment of formal procedures for any internship program may appear on the surface to institute merely another layer of paperwork, such procedures are important for a number of reasons; (1) to insure equal treatment of all interns because they will have the same basic requirements, will be graded according to the same well-articulated criteria, will be supervised according to the same basic policy; (2) to insure quality control of the program in terms of screening and placement; (3) to insure a certain level of organization and coordination which is especially important in the administration of an internship program in large departments, that is, having a clear sense of when who is where doing what; (4) to clarify the expectations of all the parties involved--the student intern, the faculty supervisor, and the agency supervisor; and (5) to

provide evidence of the type of experience that was obtained by the student, a fact important especially for credit-generating purposes within the university. The following procedures have proven effective in the administration of one internship program at a large state-supported midwestern university. With some modification, this model could be adapted to any variety of departmental needs.

Application Process

The question of whether an internship is a right or a privilege enters into the basic determination of the department's internship philosophy. While different internships are suited to different levels of skill and ability, it is important to have a well-defined mechanism for screening applicants and determining who is suitable for which internship. To deal effectively with this issue, the requirements for application and consideration must be spelled out clearly. The following method has proven effective.

Resume and Proposal

Any student interested in an internship experience obtains an "Application Packet" which explains the purposes of the internship program as well as the steps to follow in applying for an internship. After reading the introductory materials, the student must submit to the intern coordinator a simple job resume and a proposal statement according to the sample formats provided. (See Form 1 and Form 2 in Appendix.) These documents are essential references for the intern coordinator when calling an agency regarding placement, especially when the intern coordinator is not well acquainted with the student's background and coursework. These documents are also useful to the agency supervisor at the interview stage. In addition, working up a thorough resume is good experience for the student as a general part of the career education process, and the proposal statement requires the student to make concrete what he or she wants to learn from the internship.

Recommendation

The next step in the application process is the quality control check which requires the prospective intern to take the recommendation form to a faculty member who has taught courses in the area of the internship. The faculty member is certifying that the student is academically prepared for the kind of internship in question. (See Form 3.) Alternative quality controls include: requirement of a minimum overall GPA, a minimum GPA in the major or successful completion in a series of courses designed as a preparatory track for a particular kind of internship. Whatever the method that is most suitable, a quality assurance is essential because one inappropriate placement, one placement of an intern who is unable to handle the responsibility of the internship, can readily ruin future placements at that agency.

Once the student has completed the application procedure, the intern coordinator attempts to match the mutual needs of the intern and the agency and to set up a interview for the student. Before this interview, the student should have a brief consultation period with the intern coordinator and faculty supervisor to discuss the resume and proposal to be taken to the agency as well as the general interview process, especially appropriate questions to ask. The interview is designed to determine if both the prospective intern and the agency consider the placement to be mutually beneficial. If the agency does not believe that the student would function well given the responsibilities in the internship, or if the student does not consider the internship to meet his/her needs or expectations, the coordinator determines reasons for the mismatch and begins the matching process again. The student intern is directed to report to the intern coordinator at the completion of the interview to discuss the results. This followup session is important for planning the final details of the internship if the student accepted and as a counseling session if the student was not accepted by the agency.

Process Procedures

If the agency and the student agree to proceed with the Internship, the student is asked to read the "Process Packet" of Information. This packet explains in detail the procedures to be followed during the internship: special meeting dates, assignments, and general procedural responsibilities of the student. Preparation of this packet of materials for the Intern not only saves considerable time otherwise spent in explaining details over and over to each Intern, but also insures that every Intern receives a full and clear statement of what is expected of him or her during the Internship.

Syllabus

Immediately upon accepting the Internship, the student is directed to meet with the faculty supervisor and the agency supervisor to develop and file with the coordinator a syllabus of learning activities for the Internship.¹⁴ (See Form 4.) This syllabus is designed to provide behavioral objectives for the Internship and to further clarify the expectations of all parties involved as opposed to a program which simply directs the student to report to the agency "to learn public relations." In outlining the activities to be engaged in by the Intern, this syllabus, analogous to the syllabus for any other course in the university, provides a focus for the Internship. Specificity is important in the syllabus with the understanding that all parties will be flexible in adapting the syllabus during the Internship, particularly if the Intern demonstrates an ability and desire to go beyond the experiences outlined originally. In fact, a recurring comment by students in their evaluation of internships is that they wish they had known even more about what was expected of them during the Internship. In other words, the students want structure in the Internship, structure that directs, but not restricts their learning. While not necessarily causally linked, direction and quality in an Internship are related because the syllabus provides the necessary means to insure quality. A sample syllabus follows.

January - February

1. Orientation to area - General session of first day; agenda to be set by Communications-Media Services so that we each split the time involved. Includes: programs in process, procedures and policies, relationship of area to both school and hospital - different needs of each.
2. Orientation to all equipment (studio and stock) and distribution system. Possibly conduct maintenance day at this time or familiarize with any trouble shooting procedures needed (typical ones). Include opportunity to shoot copyboard work, operate in-house system, orient to eye wing equipment, explain SO 185 development in x-ray.
3. Should attend at least one area meeting.
4. Assist with audio production on programs in progress and include narration and mixing.
5. Familiarize with darkroom techniques (both developing and printing).
6. Assign darkroom project.
7. Storyboarding assignment.

February - March

1. Scripting assignment
2. Assist with production of Pastoral Care program (general to familiarize with procedures, assembling etc.)
3. Assist with planning and production of Amniocentesis taping including final assembling.
4. Develop and produce equipment manuals for VO cassettes and R to R video (includes photography and graphics)

March - April

1. Develop and produce signature spot for video programs produced for hospital and school.
2. Assist with programs - should include opportunity for intern to plan and implement some segment of one or both sections of program.
3. Orient to any graphics techniques not already familiar.
4. Continue involvement with Pastoral Care programs - final portion of which will be to design direct and produce one program working from initial planning with Pastoral Care.

April - May

1. Continue work with independent project in Pastoral Care.
2. Possible scripting assignment.

3. Evaluation of student and intern experience.

(If time permits, the following individualized project is suggested:)

4. Survey/study of hospital and school to develop plan for expansion of in-house TV programming (including estimated costs, time factors and other feasibility elements.)

A. Unscheduled activities might include:

Video dubbing and assembling
miscellaneous photography assignments (including possible shots to build or update specific areas of slide files)
Graphics projects
Audio production: mixing, narration, dubbing.

B. Specific work schedules will be detailed every two weeks to ensure adequate time for intern to complete assignments and to provide for a variety of experiences. Some changes in scheduled assignment may be required due to the needs and functions of Communications-Media Services area, however every effort will be made to inform the intern of this as far in advance as possible. Should substitutes be required, any new tasks assigned will be comparable experiences.

The task of outlining a specific syllabus for each intern becomes easier with successive placements of students at the same agency or in similar internships, because a model syllabus is available from previous placements. In some instances the agency supervisor draws up a syllabus which faculty supervisor and student then discuss.

System

The intern is next directed to determine the kind of communication system that he or she and the faculty supervisor will use during the semester. (See Form 5.) The intern and the faculty supervisor should discuss what kind of meetings--face-to-face, telephone, letter--will be scheduled and at what intervals to determine progress in the internship. The communication system is also filed with the intern coordinator to insure that the student is receiving the kind of individualized instruction central to the intern concept. Meeting with interns "when we need to" or "when we see each other" does not guarantee sufficient contact, not because of negligence, but rather overcrowded schedules.

Diary

At the end of each week during the Internship, the intern submits to the faculty coordinator and the faculty supervisor a diary outlining the activities engaged in, the time spent, and personal reactions to these activities. This checkup helps to refine existing internships, to spot potential problems early in the particular Internship, and thereby to improve the program overall. Waiting three or four weeks into the Internship, or even to its midpoint, is an inefficient way to deal with questions, potential problems, and unmatched expectations. The diary provides one type of "supervision" of the Internship insofar as the faculty coordinator has a systematic source of information about the Internship from the student's perspective. A sample diary entry follows:

DATE: .

Hours: 5 (1:00-6:00pm)

DESCRIPTION OF ACTIVITIES: On Monday from 1:00-3:00 I did PR work. We are trying to contact fraternities and sororities to inform them of PATH's services. I called several fraternities and sororities to inform them of our services. From 3:00-6:00 pm I answered the phones.

REACTIONS: On Monday I took my first suicide call. I spoke with the caller for 15 minutes and then the caller hung up. I felt very upset because we did not seem to make any progress. The most frustrating thing about taking the call is that I will never know what happened to the caller. As I think back about the call I feel that I did as much as I could for the caller. Right after the call I felt very bad. I felt that I could have done more, but now I have accepted the fact that I did the best job that I could in handling the call. Gay and another volunteer were still at PATH when I took the call. They both talked to me about it when it was over. I felt much better after talking to them. Since I have taken the call several volunteers have asked me how I feel. It's really a nice feeling to know that I have the help and support of other PATH volunteers. I am looking forward to my next shift.

Supervision

In addition to the diary, the Internship program model explained in this paper provides for supervision of the student intern by a faculty member in the department. "How much supervision?" is a nagging question. Enough to be effective, but not so much as to waste time is a pragmatic answer that provides no real

practical guideline. It is tempting when grappling with the question of supervision to borrow an existing model, such as the student teaching model, without sufficient attention to the purpose of the supervision in each internship, which is admittedly different from every other. Practically, the supervision schedule must suit the particular internship. For example, during the first placement at an agency, three or more visits by the faculty supervisor to the agency might be agreed upon and prove essential. However, for subsequent placements in this same internship, a number of phone conversations and one or two visits to the agency might prove more than sufficient. To lock the program into a supervision model can prove to be a misuse of valuable faculty resources only to fulfill the requirement of X number of visits to the agency for the sake of visitation. What proves important in the supervision schedule is a clear understanding between the agency supervisor, the faculty supervisor, and the intern regarding the number of visits to be made and the purpose of each visit. As faculties shrink and cutbacks increase in the university, efficient use of time and faculty resources is mandatory.

Evaluation

The supervision issue is closely related to that of evaluation, admittedly one of the most difficult issues in the administration of an internship program. Ultimately, the intern coordinator and the faculty supervisor will assign the grade in the university, but input must be solicited from the agency supervisor and the student intern as well. In the administration of a large program, this is no simple task. To facilitate obtaining input from the student, agency, faculty, a set of evaluation forms can be developed for the midpoint of the internship (which may or may not coincide with the academic time schedule of semester or quarter) and for the endpoint of the experience. (See Forms 6 through 11.) These forms are designed to assess whether the expectations of the student intern, the agency supervisor, and the faculty supervisor have been met. Besides providing a tangible basis for evaluation, these forms provide valuable feedback regarding the further development of the internship program.

Credit Hours

There are many existing models for allocation of credit and the one to be adopted depends not only on the nature of the Internship but on departmental evaluation of the experience the student is obtaining. There are two main methods of allocating credit: the first is a credit allocation one based on the number of hours the student spends working on the Internship and the other is based on completion of a specific project. For example, in our program a student earns one hour of credit for every 55 hours of activity in the student Internship. This is based on an 18 week semester Internship and the traditional notion that a student should spend three hours total time outside the classroom for every hour in the classroom for regular academic courses. This is three hours a week for 18 weeks in a semester or roughly 55 hours of experience for one hour of credit. An alternative method of allocating credit is to determine the number of credit hours suitable for successful completion of a particular project (e.g. production of a video tape) in an Internship. The emphasis on this is not on the number of hours spent in the Internship activity but upon completion of a project according to the outline provided by the syllabus. This latter approach precludes the possibility of the student's simply spending time in the agency relatively undirected and not working toward the goals outlined in the syllabus of learning activities. Without a set policy for credit hour allocation, some Interns can work a disproportionately small or large number of hours in comparison to other Interns in the same department.

Pay

Another important issue in the development and administration of an Internship program is the question of pay for the experience. In the cooperative education model pay is an essential feature, but this does not dictate that it need be so in the Internship program.¹⁵ McBath and Burhans have argued that pay is generally an essential feature of the Internship program so that the agency does not believe that the student is not providing a service that can be obtained without any financial remuneration on their part.¹⁶ However, it is important to examine what

effect allowing the student to accept pay for the internship can have on the experience. Pay is one element that provides strong locus of control in the internship. In other words, if the student intern is paid for the experience the locus of control rests with the faculty who can more easily insure what they believe the student ought to be doing in the internship. The intern coordinator soon becomes sensitive to statements like, "We'd really like to pay the intern, because then we have more say what he or she does here." While it is the general policy in our department not to allow students to accept pay for their internships, exceptions are made for cases of students that are relocated to another city to accept the internship, or where the agency suggests that because of legal considerations such as Workman's Compensation and Liability Insurance they will not accept the student unless he or she is paid for the internship. The pay issue is not an easy one to resolve and a set policy has to be flexible enough to encompass the needs and the development of the program.

Program Scope

As an internship program develops, opportunities outside the immediate campus area provide new alternatives for placement. Particularly for those campuses located outside a large urban area, it is important to expand the placement radius not only to insure a wide range of opportunities, but also to avoid saturation of local agencies. Students are willing to commute distances of over 50 miles daily or several times a week for a good internship opportunity. Especially well received is the semester long internship opportunity in the student's hometown area, primarily because housing expenses are kept to a minimum. Development of new opportunities is limited only by the energy and time that the intern coordinator and faculty supervisors can devote. (See Note 13.)

As the internship program moves out of the local area, supervision becomes somewhat more complicated. Letters and phone conversations between the intern and

faculty supervisor as well as between the agency supervisor and the faculty supervisor have proven effective. A departmental policy for funding on-site visits must be established. Careful screening and selective placement help avoid problems in non-local placements as well as minimize the need for on-site visits.

SUMMARY

Feedback from student interns has been positive, emphasizing the value of practical application of theory and research. The following are selected student reactions to their internships:

"I learned to accept success and failure as results of my efforts. I met a group of people who share my intrigue with 'people.' I became more aware of myself--my limitations and motivations."

"I think that my internship was very rewarding in that it taught me several things that I wanted to know about myself. I started it the idea that it would give me some insight into whether or not I would like a career in teaching and I think now that I would not. I enjoyed it a lot, but I am too much a person who does not like to depend on others for his success, which is what any teacher does in the long run. I liked the people that I coached, but due to other commitments, they could not devote the amount of time that I wished they could for their fullest development."

"I learned a great deal during my internship. The internship gave me first hand experience in a real life business situation. One of the first things I learned was how to set and meet objectives. I also learned how to better manage my time, accept praise, listen and follow directions and accept constructive criticism. I feel good about the fact that I tried hard and remained dedicated throughout the entire internship. I never became bored, tired, frustrated or unenthusiased. I'm also happy to say that I ended my internship more mature than when I started, and somewhat sentimental about having to leave those very lovely people who showed genuine interest in me and my welfare."

If one key ingredient for a successful internship program can be isolated, it must be COMMUNICATION--among faculty members, students, and cooperating agencies. Misunderstandings, and unmet expectations, have proven to be largely a function of communication breakdowns and not recognizing that an internship is a dynamic experience which demands flexibility from everyone involved.

APPENDIX

FORM 1

RESUME

NAME: Social Security #:
Address (local): Address (permanent):
Phone: Phone:
Major: Semester hours completed:
Minor: Year in school:
Education Background (chronological order):
Work Experience (chronological order):
Related Course Work: (Include courses related to the type of Internship you are
Interested in. Courses related but taken outside of the
Department of Information Sciences should be included)
Career Goals: (Explained as fully as possible)

FORM 2

PROPOSAL

Date _____

Name _____

1. Semester you would like to be an Intern: Fall 1976 Spring 1977 Summer 1977
2. Please explain what kind of Internship experience you are applying for. (e.g., public relations, TV production, radio news, forensics, educational training and management, etc.). Your explanation should be as complete as possible. If you have several areas of interest, all of them should be listed and explained below. Provide as much detail as you can in your explanation because the information will be useful in finding the best Internship opportunities for you.
3. If you already know of an Internship possibility, please explain the details. Do not contact the agency on your own.

FACULTY RECOMMENDATION FOR PROSPECTIVE INTERN

(The top portion of this form should be filled out by the student before seeking faculty recommendation.)

STUDENT'S NAME _____

DATE _____

Location of Prospective Internship (if known) _____

Semester and Year of Proposed Internship _____

Please evaluate the prospective intern by responding to each of the items listed below:

1=poor 2=fair 3=good 4=very good 5=excellent 6=no basis for judgment

1. The student's overall academic performance
1 2 3 4 5 6
2. The student's academic performance in the specific area in which he/she is seeking an internship is:
1 2 3 4 5 6
3. The student's motivation is:
1 2 3 4 5 6
4. The student's ability to assume responsibility is:
1 2 3 4 5 6
5. The student's overall potential as an ISU intern is: (consider skills, abilities, interpersonal relationships, attitude, maturity, etc.)
1 2 3 4 5 6
6. Do you recommend the student for the type of internship he/she has discussed with you? (Please circle one)
YES NO
7. Comments: (If you marked no, please explain your reasons on the back)

Would you agree to supervise this student in his/her internship? YES NO

Comments:

Faculty member's signature _____
Date _____

SYLLABUS OF LEARNING ACTIVITIES

(Circle the appropriate semester and year)

Semester: Fall Spring Summer

Year: 1976 1977

STUDENT'S NAME _____

AGENCY _____

FACULTY SUPERVISOR _____

Objectives of the Internship:

Proposed Learning Activities: (Please be specific and detailed. Attach additional sheets as needed to explain the proposed learning activities.)

Additional Comments

COMMUNICATION SYSTEM

(Circle the appropriate semester and year)

Semester: Fall Spring Summer

Year: 1976 1977

NAME _____

AGENCY _____

AGENCY SUPERVISOR _____

FACULTY SPONSOR _____

Please explain when you and your faculty supervisor have agreed to discuss your Internship. (e.g., daily, weekly, bi-weekly, etc.)

Explain the method or methods that you will use to assess the internship. (e.g., face-to-face meetings, phone conversations, letters, etc.)

Explain why you and your faculty supervisor have chosen this particular communication system.

Make sure that your agency supervisor is aware of this communication system.

Midterm Internship Evaluation: Student Feedback*

Name _____ Date _____
 Agency _____ Faculty Supervisor _____
 Agency Supervisor _____

- | | | |
|---|-----|----|
| 1. Do you like your Internship
Why or why not? | Yes | No |
| 2. Do you feel adequately prepared for your
Internship? Explain | Yes | No |
| 3. Are you able to relate your Internship
to your curriculum? Explain | Yes | No |
| 4. Does your Internship fulfill your
expectations? Comment. | Yes | No |
| 5. Do you feel your Internship is
successful? Comment. | Yes | No |
| 6. Do you feel the lines of communication
are open between you and your
(a)faculty supervisor (b)agency supervisor
(c)other? | Yes | No |
| 7. Is your agency supervisor aware or actively in
involved in your Internship? Explain. | Yes | No |
| 7a. Is your faculty supervisor aware or actively
involved in your Internship? Explain. | Yes | No |
| 8. Is attendance stressed by your supervisor? | Yes | No |
| 9. Is punctuality stressed? | Yes | No |
| 10. Are you given meaningful activities in your
Internship activities? Comment. | Yes | No |
| 11. Is your Internship structured enough? Comment. | Yes | No |
| 12. Do you have problems that you feel are currently
unsolvable because of factors that can be eliminated?
If yes, please explain. | Yes | No |
| 13. Do you feel there are sources (other than your
faculty and agency supervisors) available to
you, either at your agency or here at I.S.U.
for help with Intern-related problems? If so,
where? | Yes | No |
| 14. Are you learning from your Internship?
Comment. | Yes | No |

15. Is your Internship rewarding? Yes No
16. If you had to repeat this Internship, what would you change? Why?
17. Would you recommend your Internship to others? Yes No
Why or why not?
18. What do you feel your overall performance is on assignments given to you?
19. What do you think of the Internship program overall?
20. Self evaluation grade at midterm A B C D F

*Both the midterm and final student feedback forms were developed primarily by Interns. Carol Techman and Karen Abrams, Dept. of Information Sciences, ISU, Normal, Illinois.

FORM 7

Midterm Internship Evaluation: Faculty Supervisor Feedback

Date _____

Student's Name _____
Agency _____
Faculty Supervisor _____
Agency Supervisor _____

1. Has the student Intern met with you during the semester according to the schedule specified on his/her "Communication System" form? If no, please explain. Yes No
2. Have you had sufficient contact with the student this semester for purposes of evaluating his/her progress in the internship? If no, please explain. Yes No
3. Is the student making sufficient progress in the internship. If, no please explain. Yes No
4. Have you met or talked with the Intern's agency supervisor? Yes No
5. Please explain briefly what you learned about the Intern's progress (and the internship) from the meetings or phone conversations.
6. Are you satisfied with your working relationship with this Intern? If no, please explain. Yes No
7. Do you think the Internship is a good learning experience for this student at this time? Please explain. Yes No

8. Additional Comments:

Suggested grade at this time: A B C D F X (no basis for judgment)

If you have marked "X", please explain.

FORM 8

Midterm Internship Evaluation:
Agency Supervisor Feedback

Date _____

Student's Name _____
Agency _____
Agency Supervisor _____
Faculty Supervisor _____

1. Is the Intern making sufficient progress in the internship? Yes No
Comments:
2. Does the student have sufficient knowledge to do the projects/assignments given to him/her? Please explain. Yes No
3. Have there been any particular problems encountered during the internship? If so, please explain in detail. Yes No
4. Have the problems been resolved? If no, please explain. Yes No
5. Do you consider this internship mutually beneficial, that is, to both the Intern and the agency? Yes No
6. What do you consider the strengths of the Intern?
7. What do you consider the weaknesses of the Intern?
8. Do you feel you have had adequate contact with the Intern's faculty supervisor? Please explain. Yes No
9. Do you have any recommendations regarding the Department of Information Sciences Internship Program? We are very interested in the development of our program and your recommendations are appreciated.
10. Suggested Midterm Grade: A B C D F
11. Additional Comments:

FORM 9

Final Internship Evaluation:
Student Intern Feedback

Date _____

Student's Name _____
Agency _____
Agency Supervisor _____
Faculty Supervisor _____

Was your internship a rewarding experience? Yes No
(Please explain in detail)

Did your Internship fulfill your expectations
Comments:

Yes No

Did the lines of communication remain open between you and your (a)faculty supervisor? (b)agency supervisor? If no, please explain the source of the difficulty.

Yes No

Did your faculty supervisor provide any information or advice regarding future employment opportunities, career development, etc. If yes, please explain the kind of information or advice you received.

Yes No

Did your agency supervisor provide information or advice regarding future employment opportunities?

Yes No

If yes, please explain what kind of information or advice you received.

Were the problems (if any) that you encountered at midterm or early in the internship solved? Comments:

Yes No Does Not Apply

Was your Internship structured enough? If not, please explain so that we can improve the situation for future interns.

Yes No

Did you enjoy the Internship experience? If yes, what did you enjoy most about it? If no, please explain.

Yes No

Would you recommend this Internship to other students? Why or why not?

Yes No

What would you change concerning this particular Internship?

Do you have any recommendations regarding the Department of Information Sciences Internship Program? Your feedback is helpful in the development of the program.

Rate your overall performance in the Internship.

How do you think you could have improved your performance in your Internship?

Suggested final grade: A B C D F

Comments:

* * * * *

FORM 10

Final Internship Evaluation: Faculty Supervisor Feedback

Date _____

Student's Name _____
Agency _____
Faculty Supervisor _____
Agency Supervisor _____

1. Has the student intern met with you since Midterm according to the schedule specified on his/her "Communication System" form? If no, please explain.

Yes No

2. Have you had sufficient contact with the student since Midterm for purposes of evaluating his/her progress in the internship? If no, please explain. Yes No
3. Did the student make sufficient progress in the internship. If no, explain. Yes No
4. Have you met or talked with the Intern's agency supervisor since Midterm? Yes No
5. Please explain briefly what you learned about the Intern's progress (and the Internship) from the meetings or phone conversations up to this time.
6. Did you think the Internship is a good learning experience for this student at this time. Explain. Yes No
7. What do you consider to be outstanding characteristics of this Intern?
8. Do you have any recommendations regarding our department internship program?
9. Additional comments:
10. Suggested grade: A B C D F X (no basis for judgment)
If you have marked "X", please explain.

* * * * *

FORM II

Final Internship Evaluation
Agency Supervisor Feedback

Date _____

Student's Name _____
Agency _____
Agency Supervisor _____
Faculty Supervisor _____

1. Has the Intern made sufficient progress in the internship? Yes No
Comments:
2. Did the student have sufficient knowledge to do the projects/assignments given to him/her? Please explain. Yes No
3. Have there been any particular problems encountered during the Internship since the midterm evaluation? If so, please explain in detail. Yes No
4. Have these problems been resolved? If no, please explain. Yes, No
5. Do you consider this Internship mutually beneficial, that is, to both the intern and the agency? Comments Yes No

6. What do you consider the outstanding characteristics of the intern?
7. What do you consider the weaknesses of the intern?
8. Do you feel you have had adequate contact with the intern's faculty supervisor?
Please explain. Yes No
9. Do you have any recommendations regarding the Department of Information Sciences Internship Program? We are very interested in the development of our program and your recommendations are appreciated.
10. Suggested Final Grade: A B C D F
11. Additional Comments:

NOTES

Andrew D. Wolvin and Kathleen M. Jamieson, "The Internship in Speech Communication: An Alternative Instructional Strategy," Today's Speech, (Fall, 1974), 3-10; Cal W. Downs and Michael Larimer, "Status of Organizational Communication in Speech Departments," Speech Teacher, 23 (November, 1974), 325-329; Richard C. Huseman, "Work Experience Programs for Speech Communication Students: A Time for Increased Emphasis," Bulletin of the Association for Communication Administration, No. 12 (April, 1975), 21-22; George A. Sanborn, "Business Internships," Bulletin of the Association for Communication Administration, No. 12 (April, 1975), 23-25; Elmore R. Alexander, "Creating and Maintaining Operative Work-Experience Programs: A Student's Perspective," Bulletin of the Association for Communication Administration, No. 12 (April, 1975), 26-27; Charles Porterfield, "The Work Experience Program in the Department of Speech at Appalachian State University," Bulletin of the Association for Communication Administration, No. 12 (April, 1975), 28-29; Cal W. Downs, "Internships in Organizational Communication," Bulletin of the Association for Communication Administration, No. 12 (April, 1975), 30-32; Hubert H. Humphrey, "The Case for Public Service Internships: Good Education and Good Government," in Dimensions of Experiential Education, ed. Robert F. Sexton (Washington, D.C.: National Center for Public Service Internship Programs, 1976), pp. 17-20; Robert F. Sexton, "Dimensions of Experiential Education," in Dimensions of Experiential Education, ed. Robert F. Sexton (Washington, D.C.: National Center for Public Service Internship Programs, 1976), pp. 1-11; Cal W. Downs, Paul Harper, and Gary Hunt, "Internships in Speech Communication," Communication Education, 25 (November, 1976), 276-282.

²Shella C. Gordon, "Experiential Education for the Community College Student," in Dimensions of Experiential Education, ed. Robert F. Sexton (Washington, D.C.: National Center for Public Service Internship Programs, 1976), pp. 1-8.

³James H. McBath and David T. Burhans, Jr., eds., Communication Education for Careers (Falls Church, Va.: Speech Communication Association, 1975), especially pp. 88-102. Wolvin and Jamieson's explanation of the University of Maryland program is an early treatment of the Intern concept on Speech Communication. More recently, the short course "Student Internships in Business and Government: Developing Programs of Practical Professional Experience for Academic Credit" by Catherine Konsky at the 62nd Annual Meeting of the Speech Communication Association, December 28, 1976, San Francisco, addressed key issues in the development and administration of an Intern program.

⁴William E. Arnold, "Career Placement in Speech Communication," Bulletin of the Association of Communication Administration, No. 13, (August, 1975), 3-16.

⁵Richard Gartrell, "Career Education and the Communication Profession: A Central States Impact Survey," Central States Speech Journal, XXVII (Summer, 1976) p. 156.

⁶Robert F. Sexton, "The Promise of Experiential Education for the Liberal Arts," in Dimensions of Experiential Education, ed. Robert F. Sexton (Washington, D.C.: National Center for Public Service Internship Programs, 1976), pp. 29-37; James E. Althof, "Cognitive Developmental Outcomes of Field Experience Instruction," presented at the Society for Field Experience Education National Conference Los Angeles, California, October 28-30, 1976; Kathleen M. Jamieson and Andrew D. Wolvin, "Non-Teaching Careers in Communication: Implications for the Speech Communication Curriculum," Communication Education 25 (November, 1976), 284-291;

⁷Dennis Gallagher, "Work, Experience and Education," In Dimensions of Experiential Education, ed. Robert F. Sexton (Washington, D.C.: National Center for Public Service Internship Programs, 1976) pp. 21-28.

⁸Many useful suggestions for the development and administration of the Internship Program in the Department of Information Sciences were provided by Marilyn Lawrentz, University Coordinator of Internships, faculty members in the Department of Information Sciences, and the members of the faculty ad hoc Committee on Student Internships.

⁹Some additional distinctions are important when discussing internships. An Internship is not to be confused with "Independent study" which is generally considered to involve extensive library research and study on a particular topic or "Independent research" which involves conducting a study in order to answer a research question. Admittedly, these three categories--Internship, Independent study, and Independent research--are not mutually exclusive activities. It is important for curriculum development as well as for staffing considerations to make some basic distinctions according to the type of learning experience offered to the student.

¹⁰D. Keith Lupton, "Towards a Common Terminology," Field Forum, Vol. 3, No.2, 1975, p. 2.

¹¹A description of the university of Massachusetts Program, UMASS. 200, PRACTICUM, is available from Richard Sockol, Director, Center for OUTREACH Programs, University of Massachusetts, Amherst, Mass. 01002. In contrast, Internship called Professional Practice at Illinois State University are designed, supervised, and evaluated by the 31 individual academic departments. The University Coordinator of Internships, in the Office of Undergraduate Instruction, collects Internship data University wide and assists in program development within the departments. The following student information is collected from each department placing interns and becomes a part of the student's Intern file in our department:

Student Information

Name _____ Soc. Sec. # _____
ISU Faculty Supervisor _____
ISU Department _____ Phone _____
ISU Catalog course title and number _____
Average Hrs. per week of student involvement _____ Credit Hrs. Generated _____
Length of Professional Practice Program _____ to _____
(date) (date)
Professional Practice Location _____
(name)
(address) (phone)
Name of Agency Administrator _____
Name of Agency Student Supervisor _____

Each of the 5 Colleges within the University has an Internship coordinator who works closely with the University coordinator. Each department placing interns has an intern representative within the College. This system is designed to facilitate information flow and program development.

¹²See for example Allan Rosenbaum, Public Service Internships and Education in Public Affairs: Administrative Issues and Problems (Washington, D.C.: The National Center for Public Service Internship Programs, 1976); Heather S. Doob, ERS Report: Internship Programs in Educational Administration (Arlington, VA: Educational Research Service Inc., 1974).

¹³ Internship opportunities in speech communication include: public relations firms, advertising agencies, public relations divisions within organizations (e.g. the phone company), newspapers, radio stations, television stations, educational training and management divisions in organizations, alumni associations, university public affairs offices, crisis centers, day care centers, hospital media units, city government, and state government agencies. Excellent references for internship opportunities are: Alvin Renetzky and Gail A. Schachter, eds. Directory of Internships, Work Experience Programs, and On-the-Job Training Opportunities (Thousand Oaks, CA: Ready Reference Press, 1976); Directory of Washington Internships (Washington D.C.: National Center for Public Service Internship Programs, 1975); Student Guide etc.

¹⁴ Rationale for a syllabus as opposed to a contract is explained in Wenmouth Williams, Jr. and Catherine Konsky, "Internship Contracts Present Potential Legal Problems," Journalism Educator, 31 (October, 1976), 50-51.

¹⁵ For information on the Cooperative Education model, see Cooperative Education Information Clearinghouse: An Annotated Index of Cooperative Education Literature (Third Edition; Boston, Mass.: The Cooperative Education Research Center, Northeastern University, October, 1975) and James W. Wilson, Impact of Cooperative Education Upon Personal Development and Growth of Values: Final Report to the Braltmayer Foundation (Boston, Mass.: Northeastern University, 1974).

¹⁶ McBath and Burhans, pp. 97-99.